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THE EXPRESSION PRIMER



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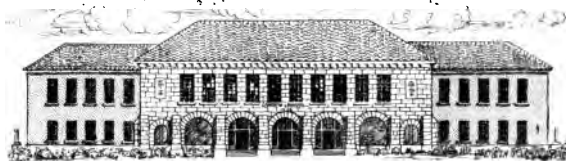
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LILIAN E. TALBERT

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THE EXPRESSION PRIMER



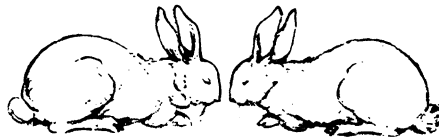
BY

LILIAN E. TALBERT

BERKELEY, CALIFORNIA

WITH ILLUSTRATIONS BY

LUCY FITCH PERKINS



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PREFACE

In preparing the "Expression Primer" the writer has followed a definite plan along three distinct lines:

First. A simple phonetic system is placed in the hands of the child.

Second. Story content with illustrations is presented, stimulating thought and creating a desire to read.

Third. Material adapted to the training of the ear and voice is gradually introduced for work in oral expression.

The phonetic system is characterized by its simplicity, the study drills bearing directly on the story page. This arrangement has been found to be especially helpful to the backward child, who is at a great disadvantage when depending on the blackboard drills taken from a teacher's manual. The notes, aside from being helpful to the teacher, will prove especially so to mothers, who, in their eagerness to assist, often undo the carefully arranged work of the teacher.

The lessons of the story page have been prepared with the following objects in view:

To provide interesting material within the scope of the child's experience.

To bring into play the child's ability to imitate either vocally or dramatically.

To place in the hands of the child material permitting a wide variation for oral expression.

To eliminate that self-consciousness so prevalent in the intermediate grades, the cause of which, if rightly understood, may be traced to the first and second years of school life.

It has been found that results far beyond ordinary expectations have been reached through the child's delight in tone work, and through his love for impersonation in the rhythmic plays and games.

The development in the vocabulary, in the thought, and in the expression is gradual and natural. It has been the purpose of the writer to present that happy combination of *method* and *content* which will result in fluent and intelligent reading, and at the same time create a keen appreciation of good literature, and a power in public speaking.

As further aids in ease and expression, the sentences in the Primer are short. There are few broken lines. The arrangement of spacing presents to the eye the change of thought, and helps the little ones to keep the place. The illustrations do not interrupt the lines of the text, and are rich in their appeal to the child mind. The notes to teachers have been arranged to bear directly upon the presentation of each lesson, and will be unusually helpful to the inexperienced teacher.

It is the earnest wish of the writer that the lessons here given may become a real help to her fellow workers, the primary teachers, to whose judgment this book is respectfully submitted.

LILIAN E. TALBERT

THE EXPRESSION PRIMER

LESSON 1



I can sing.

I can sing.

I can run.

I can run.

I can hop.

I can hop.



LESSON 2



May can sing.
May can run.
May can hop.

LESSON 2 (Continued)



May can sing.

May can run.

May can hop.



LESSON 3

Yes

Can May sing?

Yes, May can sing.

Can May run?

Yes, May can run.

Can May hop?

Yes, May can hop.

Run, May, run!

Run, run, run!

Sing, May, sing!

Sing, sing, sing!

LESSON 3 (Continued)

Yes

Can May sing ?

Yes, May can sing.

Can May run ?

Yes, May can run.

Can May hop ?

Yes, May can hop.

Run, May, run !

Run, run, run !

Sing, May, sing !

Sing, sing, sing !



LESSON 4



The bird can sing.

The bird can run.

The bird can fly.

Can I sing?

Yes, I can sing.

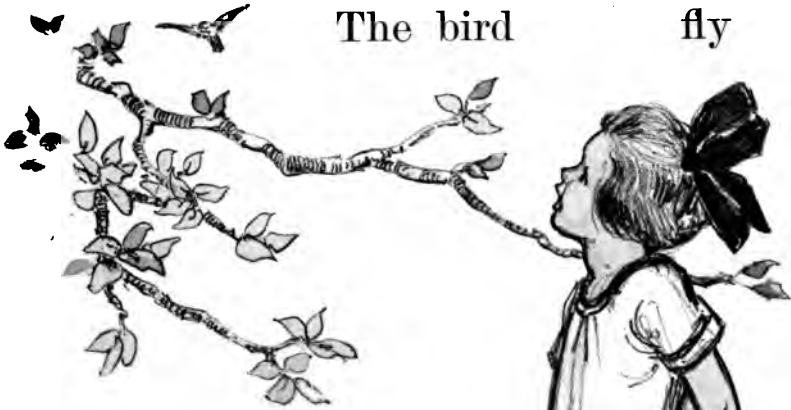
Can I run?

Yes, I can run.

Can I fly?

LESSON 4 (Continued)

The bird fly



The bird can sing.

The bird can run.

The bird can fly.

Can I sing ?

Yes, I can sing.

Can I run ?

Yes, I can run.

Can I fly ?



LESSON 5

call mamma me kitty



I can call.

I can call May.

"May, May!"

Mamma can call me.

Mamma can call May.

I can call kitty.

"Kitty, kitty, kitty, kitty!"

LESSON 5 (Continued)

call mamma me kitty



I can call.

I can call May.

"May, May!"

Mamma can call me.

Mamma can call May.

I can call kitty.

"Kitty, kitty, kitty, kitty!"

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THE EXPRESSION PRIMER

LESSON 1



I can sing.

I can sing.

I can run.

I can run.

I can hop.

I can hop.



LESSON 2



May can sing.
May can run.
May can hop.

LESSON 2 (Continued)



May can sing.

May can run.

May can hop.



LESSON 6

and



I can run and hop.

I can run and sing.

Can May hop and sing?

Yes, May can hop and sing.

The bird can fly and sing.

Mamma can call the bird.

Mamma can call the kitty.

"Kitty, kitty, kitty, kitty!"

LESSON 6 (Continued)

and



I can run and hop.

I can run and sing.

Can May hop and sing?

Yes, May can hop and sing.

The bird can fly and sing.

Mamma can call the bird.

Mamma can call the kitty.

"Kitty, kitty, kitty, kitty!"

LESSON 7

I have you see a dog

I have a dog.

I have a bird.

I have a kitty.

Can you see the dog?

Yes, I can see the dog.

Can you see the bird?

Yes, I can see the bird.

Can you see the kitty?

Yes, I can see the kitty.

I can call the dog.

I can call the bird.

I can call the kitty.

"Kitty, kitty, kitty, kitty!"



LESSON 8

tall

boy

fun



See, see, see!

See the boy!

See the boy!

See the tall, tall boy.

Can the tall boy run?

Yes, the tall boy can run.

See the tall boy run and run.

Run, run!

See the fun!

May can run and see the fun.

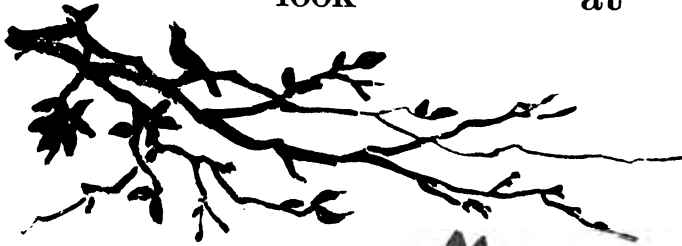
I can run and see the fun.

Call the dog and see the fun.

LESSON 9

look

at



Look, look, look!

Mamma, mamma!

Look at kitty.

Look at the bird.

See the kitty look at the bird.

Kitty can see the bird.

Mamma, mamma! Call kitty.

"Kitty, kitty, kitty, kitty!"

Fly, bird, fly!

Look, look, look!

See the bird fly.

LESSON 10

said my kite meow

The tall boy said: "Look, look, look!
Look at my kite.
See my kite fly."



I said: "I have a kite.
See *my* kite fly."



May said: "Look, look, kitty!
See the kite fly.
Look, look, dog!
See the kite fly."

The dog said: "Bow-wow! bow-wow!
I see the kite fly."

The kitty said: "Meow, meow, meow!
I see the kite fly."

LESSON 11

top spin zum it

Look, May, look!
See my top.
See me spin my top.



My top can sing.
I said, "Sing, top, sing!"
The top said, "Zum, zum, zum!"

Can you spin a top, May?
Yes, I can spin a top.

Look, look!
See the top run.
It is fun
To see it run.

The top said, "Zum, zum, zum!"

LESSON 12

corn

in

hear



I have a pan.

See the corn in the pan.

I can pop the corn.

Pop, pop, pop.

Hop, hop, hop.



Can the corn hop?

Can the corn pop?

Yes, the corn can hop and pop.

“Run,” said the boy.
 “Spin,” said the top.
 The corn in the pan
 Said, “Pop, pop, pop.”

Can you hear my top?
 Hear my top sing.
 Hear the corn pop.

t

t all	t an	p an	p in
t ing	t in	p at	p op

tall	ting	pat	pan
all	ing	at	an

pat	pan	top	tin
p	p	t	t

the pan	a top	the tall boy
<i>the</i> kite	a boy	the dog

LESSON 13



REVIEW

Hear the corn pop.
 See it hop in the pan.
 Pop, pop, pop.
 See me pop the corn.

Hear me call kitty.
 "Kitty, kitty, kitty, kitty."
 Can kitty run to me?
 Yes, kitty can run to me.

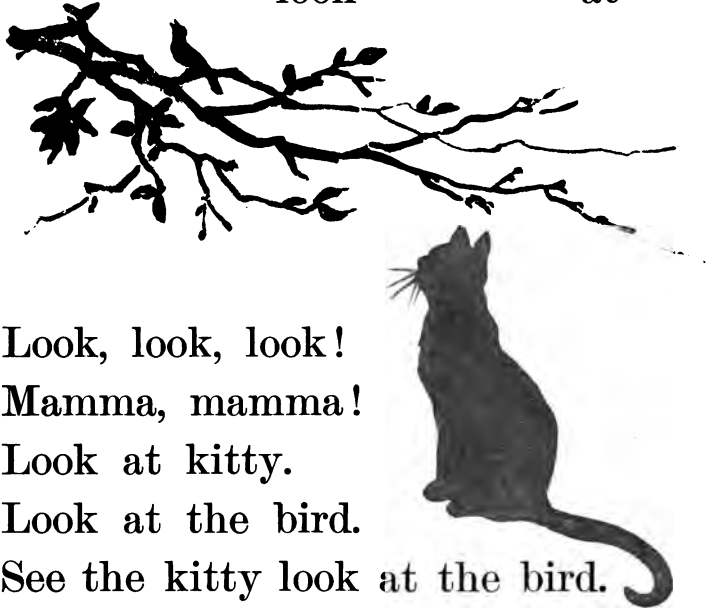
Look at the tall boy.
 See the tall boy run.
 The tall boy can call the dog.
 The dog can run and run.



LESSON 9

look

at



Look, look, look!

Mamma, mamma!

Look at kitty.

Look at the bird.

See the kitty look at the bird.

Kitty can see the bird.

Mamma, mamma! Call kitty.

"Kitty, kitty, kitty, kitty!"

Fly, bird, fly!

Look, look, look!

See the bird fly.

LESSON 14

what big do too

Look! look!

What do I see!

I see a big rat.

What can the big rat do?

The big rat can run.

What can the big dog do?

The big dog can run, too.

The rat ran and ran and ran.

The dog ran and ran and ran.

I ran and ran and ran.

See the big boy.

Big boy, big boy, what can you do?

r

r at

r an

r un

r ing



LESSON 15

band play trum

Look at the band.

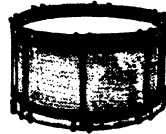
Can you hear the band play?

Trum, trum! Trum, trum, trum!

Trum, trum! Trum, trum, trum!

See the tall boy.

The tall boy can play.



Can you play in the band?

What can you play?

can	hop	band	trum
an	op	and	um
sing	call	corn	boy
ing	all	orn	oy
May	me	tin	run
ay	e	in	un

LESSON 16

pile

hot

not



I have a sand pile.

I can play in the sand.

Can you play in the sand?

What can you play?

See the dog.

The dog plays in the sand.

The dog runs in the sand.

Look, look, May!

Look at kitty.

Kitty plays in the sand, too.

See the big sun, May!
The sun is hot.
The sand is hot, too.

Mamma said, "Do not play in the sun."

I said: "Run in, run in. The sun is too hot."

s

at	un	and	it
sat	sun	sand	sit



LESSON 17

make

house



What can you make in the sand?

I can make a sand house.

What a big, big sand house.

What can you make, May?

I can make a sand man.

What a fat, fat sand man!

Kitty can run in the sand.

Kitty and I play house in the sand.

I call kitty.

"Kitty, kitty, kitty, kitty."

Kitty can call May.

"Meow, meow, meow, meow."

LESSON 18

little has to tweet sweet



May has a little bird.
The little bird can sing.
It sings, "Tweet, tweet;
sweet, sweet."

May can sing, too.

May sings, "Do, mi, sol, do."

Little bird, can you fly to me?

I can fly to you.

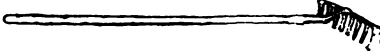
Can you call to me, little bird?

I can call to you.

LESSON 19


John
garden



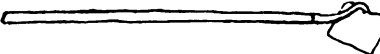
John has a 

John can rake the garden.


I can rake the sand.


I can make a sand 

I can make a sand 

John has a 

What can you make, John?

May has a tin 

What is in the tin , May?

LESSON 15

band play trum

Look at the band.

Can you hear the band play?

Trum, trum! Trum, trum, trum!

Trum, trum! Trum, trum, trum!

See the tall boy.

The tall boy can play.



Can you play in the band?

What can you play?

can	hop	band	trum
an	op	and	um
sing	call	corn	boy
ing	all	orn	oy
May	me	tin	run
ay	e	in	un

LESSON 16

pile

hot

not



I have a sand pile.

I can play in the sand.

Can you play in the sand?

What can you play?

See the dog.

The dog plays in the sand.

The dog runs in the sand.

Look, look, May!

Look at kitty.

Kitty plays in the sand, too.

See the big sun, May!
The sun is hot.
The sand is hot, too.

Mamma said, "Do not play in the sun."

I said: "Run in, run in. The sun is too hot."

s

at	un	and	it
sat	sun	sand	sit



LESSON 17

make

house



What can you make in the sand?

I can make a sand house.

What a big, big sand house.

What can you make, May?

I can make a sand man.

What a fat, fat sand man!

Kitty can run in the sand.

Kitty and I play house in the sand.

I call kitty.

"Kitty, kitty, kitty, kitty."

Kitty can call May.

"Meow, meow, meow, meow."

LESSON 18

little has to tweet sweet



May has a little bird.
The little bird can sing.
It sings, "Tweet, tweet;
sweet, sweet."

May can sing, too.

May sings, "Do, mi, sol, do."

Little bird, can you fly to me?

I can fly to you.

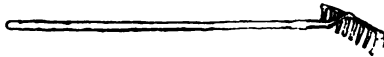
Can you call to me, little bird?


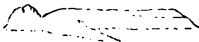
I can call to you.

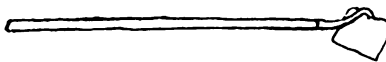
LESSON 19



John
garden



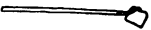
John has a 
 John can rake the garden.
 I can rake the sand.


I can make a sand 
 I can make a sand 

John has a 
 What can you make, John?

May has a tin 
 What is in the tin , May?

Take the  to the garden.

Take the  to the garden.

Take the  to the garden.

What can you do in the garden?

t	p	s	r
an	at	it	op
pan	pat	pit	pop
tan	rat	sit	sop
ran	sat	tit	top
ing	all	un	ake
ring	tall	sun	rake
sing	and	pun	sake
ting	sand	run	take

Learn

Mistress Mary, quite contrary,
 How does your garden grow?
 With silver bells and cockle-shells
 And pretty maids all in a row.

LESSON 20

pretty nest is egg

What do you see, John?

What do you see?

Look, look, May!

See the pretty nest.



What a pretty nest, John!

What is in the nest?

I see, I see.

I see the little eggs.

The nest is in the garden.

Do not rake the garden, John,
and do not take the eggs.

the little bird

to the garden

the pretty nest

the little nest

in the garden

the little eggs

LESSON 21

near mother



A little nest is in the garden.
The nest is near the tree.
The mother bird is near the nest.
See the pretty mother bird!
Look, look!
What do you see in the nest?
I see the little birds.
Pretty, pretty little birds!
You pretty mother bird!
I see you near the nest.

LESSON 22

father

he

John said: "Look in the tree top.
See the father bird.
Look near the pretty nest.
See the mother bird.
Look in the pretty nest.
See the little birds."



The father bird sits and sings.
He sings, "Tweet, tweet."
The mother bird is near the little
birds.

Pretty, pretty mother bird!

In the tree what do I see?

A father bird is in the tree.

Sing to me. Sing to me.

Sing and sing to John and me.



LESSON 23

two

fat

clap

cake



See my little hand.
It is a fat little hand.
I have two hands.
I can clap my little hands.
I can play pat-a-cake.

Hand me a



Hand me a



I have a  in my hand.

I have a  in my hand.

Two little hands.

Little hands, little hands, clap, clap,
clap.

Learn

Pat-a-cake, pat-a-cake, baker's man!

So I do, master, as fast as I can.

Pat it, and prick it, and mark it with T.

Put it in the oven for Tommy and me.

Learn

I put my little hand *in*,

I put my little hand *out*;

I give my hand a shake, shake, shake,

And turn myself about.

h

h all h at h um h and h ay h it

LESSON 24

like

who

I like to play.

I like to run.

I like to sing.

What do you like to do?



I like to clap my hands.

May likes to clap two little hands.

I like to pop the corn.

May likes to pop the corn.

I like to fly my kite.

May likes to sit in the sand.

Little hands, little hands,

Who can clap two little hands?

Little hands, little hands,

May can clap two little hands.

LESSON 25

this

moo

cow

good



What is this?

This is a good cow.

I like the good cow.

The cow said, "Moo, moo!"

I like you."

This cow is in the corn.

Mamma said, "The cow likes corn."

Yes, and the cow likes hay.

"Moo, moo!" said the cow.

"I like you," said May.

LESSON 26

milk

for

says



Mamma has a pan.

The pan is for the milk.

The milk is for May.

May likes the good milk.

May says: "M—m! The milk is good.

I like the good milk."

I say, "M—m! The milk is good."

Kitty says: "Meow, meow!

The milk is good."

m

an	at	op	ake
m an	m at	m op	m ake

May	hay	say	ray
-----	-----	-----	-----

REVIEW AND DRILL

tan	likes	tall	what
pit	this	like	do
sit	cow	ting	band
pop	moo	corn	play
top	good	in	trum

sun	milk	hop	sat
fun	for	pat	run
nest	yes	pan	sand
pretty	bird	top	sit
eggs	fly	pop	pile
father	call	kitty	make
mother	me	you	house
hall	mamma	hear	meow
hand	kitty	kite	has
hat	and	it	eggs
hay	dog	what	little
hum	tall	do	ring
hit	boy	big	two
house	too	see	tweet
two	look	me	sweet
my	at	rat	rake
cake	has	ran	pretty
clap	top	said	says

LESSON 27

REVIEW



I have a pretty bird.
It can fly and fly and fly.
It can sing to the mother bird.
It sings, "Tweet, tweet; sweet,
sweet."

The mother bird sits in the nest.
The mother bird sings, "Sweet,
sweet, sweet, sweet."

Mamma can make a cake.
The cake is a sweet cake.
It is not a corn cake.

My kitty likes milk.

I like milk, too.

My kitty is a pretty kitty.

My kitty says, "Meow, meow."

What is it I hear?

Trum, trum! Trum, trum, trum!

Trum, trum! Trum, trum, trum!

It is the band.

The big boy can play in the band.



LESSON 28

THE FAMILY RELATION

love with him

This is my father.

I love my father.

My father loves me.

He is good to me.

I like to play with him.

He likes to play with me.

My father loves me.

Father says, "Is this little boy a good boy?"

I say, "Yes, yes. This little boy is a good boy."

*Learn*

Trot, trot to market town

To buy a piece of bread.

Trot, trot back again;

The old trot's dead.

LESSON 29

dear

she

Who is this?

This is my dear, dear mother.

I love my dear mother.

My dear mother loves me.

A boy loves a dear mother.



See what mother has for me.

Can you see what she has?

Yes, it is a cake.

It is a big cake, too.

My mother loves little boys.

The little boys love my mother.

LESSON 30

soldier
bugle

brother

gun
does



Who is this?
This is my big brother.
He is a tall soldier.
He has a gun.

The bugle calls my brother.
Too, too, t-o-o-o-o-o-o-o!
The drum calls my brother.
Trum, trum! Trum, trum, trum!
Trum, trum! Trum, trum, trum!
The band plays, too.

I say, "Brother, may I see the gun?"

My brother does not look at me.

He is a soldier.

The bugle calls, Too, too, t-o-o-o-o!

The drum calls, Trum, trum! Trum, trum, trum!

Trum, trum! Trum, trum, trum!

My brother is a soldier.

Does the boy see the bugle?

Does he see the pretty drum?

Do not take the gun, John.

It is not for little boys.



LESSON 31

girl baby her sister coo

This is my baby sister.
 She is a dear little girl.
 She likes to sing.
 She sings like this,
 "Mam, mam, mam, mam."



See her fat little hands.
 She can clap her little hands.
 She can play pat-a-cake.

What can little baby do?
 She can clap her hands and coo.

t	p	r	s	m
t an	p at	r at	s at	m at
t at	p an	r an	s and	m an
t all	p it	r ay	s ay	m ay
t op	p ay	r ake	s ake	m ake

LESSON 32

Good morning! how are again



Good morning, father!

How do you do?

Good morning, mother!

How are you, too?

Good morning, brother !
Good morning, tall men !
Good morning, sweet sister !
Good morning, again !

How do you do ?
How do you do ?
How do you do, again ?

c orn	c ow	t en	m ay
t orn	r ow	h en	h ay
h orn	h ow	p en	s ay
m orn	n ow	m en	p ay

m an	m at	m op
p an	h at	h op
t an	s at	p op
r an	p at	t op

LESSON 33

Dan we well farmer



This little boy is Dan.
How do you do, little Dan?
Good morning, little Dan.

Can you see the big house?
Dan lives in the big house.

Can you see the well?

What is in the well?

Dan can tell you.

We can play with Dan.

We can play "The Farmer in the Dell."

Who will be the farmer?

Now we will sing "The Farmer in the Dell."

Sing

The Farmer in the Dell,

The Farmer in the Dell,

Heigh-ho Cherri-o,

The Farmer in the Dell!

d

day dear dot Dan dell

LESSON 34

THE FAMILY RELATION (CONTINUED)

grandpa grandma eyes book



Who has a grandpa ?

Who has a grandma ?

I love dear grandpa.

I love dear grandma.

What can I do for grandpa?

I can run for grandpa's hat.

What can I do for grandma?

I can run for grandma's book.

What can grandma do for baby?

Grandma can sing for baby.

Baby has two eyes.

What can she do with her eyes?

Look, look, look!

I can run for a book.

Pat, patter, pat!

I can run for a hat.

r, t, p, s, h, m, d

n

N at

N ell

N an

n un

LESSON 35

one head feet three

I have two hands.

I can clap my hands.

1, 2, 3; 1, 2, 3; 1, 2, 3.

One, two, three; one, two, three ;
one, two, three.

I have two feet.

I can run with my feet.

1, 2; 1, 2; 1, 2.

I have one head.

You have one head.

Good morning, good morning.

Learn

I put my pretty face *in*,

I put my pretty face *out*;

I give my head a shake, shake, shake,

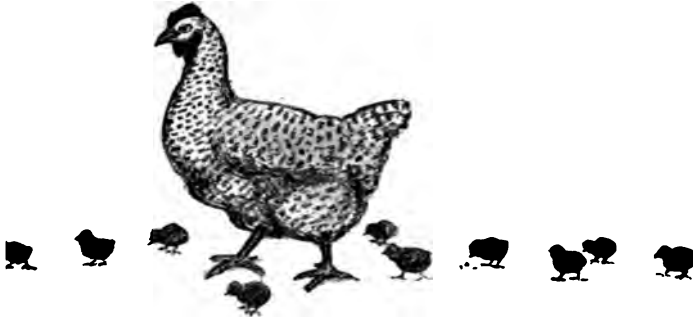
And turn myself about.

LESSON 36

hen

chicks

cluck



See the big fat hen.

She is the mother hen.

She can call her little chicks.

The mother hen calls, "Cluck, cluck."

The little chicks run to her.

The mother hen loves her baby chicks.

The mother hen runs to the sand.

The little chicks run to the sand.

The little chicks like the sand.

"Cluck, cluck; cluck, cluck;" calls the mother hen.

"Little chicks, little chicks, run to me."

The little chicks run and run and run.

b

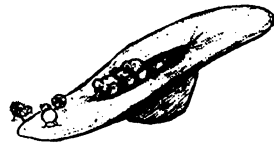
b at	b ag	b orn	b ay
b est	b ook	b all	b and
b ell	b in	b it	b ow

REVIEW

at	ay	orn	it
est	ag	ow	ake
ell	ook	all	and
un	in	ig	e

A hen big and fat.

Ten chicks in a hat.



LESSON 37

Worm eat from peep your



Look at the mother hen.

See what she has.

The mother hen said: "What is this?"

I see, I see.

It is a fat worm."

The mother hen called, "Cluck, cluck."

How the little chicks ran!

The little chicks said, "Peep, peep; eat, eat."

LESSON 44

toss down goes
 bounce up

Let us play ball.
I will take my red bat.
You may take your ball.
Now toss the ball to me.
I will hit it.
Away goes the ball!



Now I will toss the ball to you.
You must hit it.

Let us bounce the balls.
One, two! one, two! one, two!
Down, up! down, up! down, up!
See me bounce my ball.
Now I toss it up, up, up.
Can you hit it now?

LESSON 38

Alice went where on

Mother, mother!

Where is Alice?

Alice went to grandma's house.

She took Wag with her.

Wag is a big dog.

He likes little Alice.

Little Alice likes Wag.

Alice took a book for grandma.

Will grandma like the book?

Yes, yes!

Grandma will like the book.

What will Alice see on the way?

Will Alice see a nest?

What will Wag see on the way?

Will Wag see a bird?

w

w ill w ag w ake w ay w e w all

LESSON 39

put
red
lip



chin
nose
cheek

Put your hand on your head, Alice.

Put your hand on your eyes.

Alice said, "I have two eyes."

Put your hand on your nose, Alice.

Alice said, "I have one nose."

I have two lips.

I have two red lips.

I have two red cheeks.

I have a chin.

My dog has a big nose.

My kitty has a little nose.

The good cow has a big nose.
She has two big eyes.
She looks at me and says, "Moo,
noo."
She says, "I like you."

Learn

Here sits the Mayor,
Here sit his two men;
Here sits the cock,
And here sits the hen.

Here sit the little chickens,
Here they run in;
Chinchopper, chinchopper,
Chinchopper, chin!

Red lips, red lips,
Red lips two.
Red lips have
A kiss for you.

LESSON 40

ear of corn



Do you see this ear?
This ear is not like my ear.
This is an ear of corn.
Do you like corn?

I have two ears.
Kitty has two ears.
My dog has two ears.
The good cow has two e

What can I do with thi
I can make a pop-corn
Do you like pop corn,

I like to see the corn hop.
I like to hear the corn pop.

See May's pretty lips.
Her lips are red.
Are your pretty lips red, Alice?
Yes, yes; my lips are red.
We like red lips.
We like red cheeks, too.

What have you in your chin, Alice?
One little —.

What have you in your cheeks,
Alice?
Two little —.

I have a kiss for baby.
I have a kiss for mother.
I have a kiss for you.

LESSON 41

let must us

Let us play in the sand.

Let us make a sand man.

We will make a big head.

Now we will make two eyes.

Put on two ears.

The sand man must have a big nose.

Look at the fat cheeks.

Are the fat cheeks red?

Look, little girl, and see.

Now he must have a chin.

A fat chin will do.

See, see! See the sand man.

Good morning, sand man,

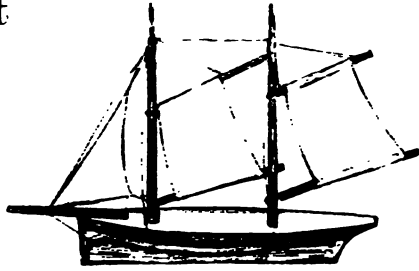
How do you do?

Good morning, good morning,

Good morning to you!

LESSON 42

boat



sail

This is my pretty boat.
I like to sail it.
It sails and sails away.
See the pretty sails on it.
My boat is a sailboat.
Can you make a sailboat?

Look at John's boat.
His boat is a big boat.
It is called a rowboat.
John can row in the big boat.
Can I row in my boat?
Oh, no! It is too little.

What does the big boat say?

The big boat says, "T-o-o-o-o-o-o"

What does the little boat say?

The little boat says, "Toot, toot."

no

so

go

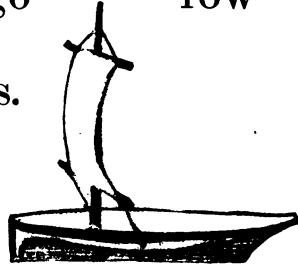
row

See the pretty boats.

This is May's boat.

This is your boat.

This is my boat.



Let me go in your boat, John.

Let May go with me.

Now we will sail away.

r, t, p, s, h, m, d, n, b, w

oat

ail

ail

all

b oat

s ail

t ail

w all

m oat

h ail

p ail

b all

LESSON 43

horse still whoa stand

What do you like to play ?

I like to play horse.

Will you be my horse, John ?

Yes, I will be your horse.

You must stand still, John.

Whoa, boy, stand still.

It is fun to play horse.

Away we go !

Away we go. Away we go to the hill.

Whoa, boy! whoa, boy! Stand still.

You are a good horse, John.

Whoa, whoa !

o	ill	e	ay
go	hill	we	pay
no	bill	be	say
so	mill	me	day

LESSON 51

came old candles

Mamma baked a cake.

The cake was a good cake.

I called May to see it.

I called John, too.

They came to see the good cake.

We will let papa see it, too.

Papa will like the cake.

It is baby's cake.

It must have red candles.

Two red candles will do.

How old is dear baby?

How old are you?



bake	rake	call	look
baked	raked	called	looked
ick	eep	ip	et
			up

LESSON 52

Lucy first school Miss Mills



See little Lucy.
She is going to school.
She is my little sister.
This is her first day at school.
It will be a happy day.

Miss Mills will say: "Good morning, little girl. What is your name?"

LESSON 46

REVIEW



Mother, mother!

Where is Nell?

She went to the well, Alice.

I will call her.

Nell, Nell, Nell!

Nell does not hear me.

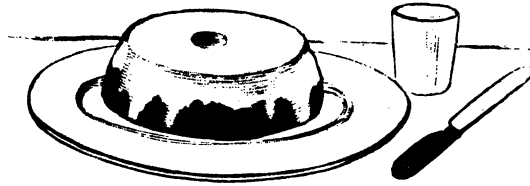
I will ring the bell.

Now she hears me.

See her run.

Do not fall, little girl.

Nell, Alice will take you for a sail.



I will make a cake.
 This cake is a little cake.
 This little cake is for Nell.

Your cake is a big cake.
 The big cake is for father.

One little cake.
 One big cake.
 Two cakes.

f

f at	f ig	f in	ell	b ell
f an	f eet	f ag	t ell	w ell
f all	f ake	f ail	p ell	s ell
f it	f ear	f ay	m ell	N ell

LESSON 47

happy

bright

brings



It is morning.

See the bright, bright sun.

It brings the happy day.

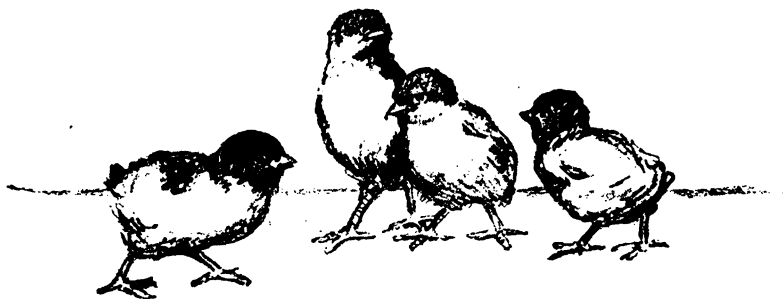
It calls to the little birds.

It says, "Awake, awake!"

And the birds awake and sing.

It calls to the mother hen, "Awake, awake!"

The mother hen awakes and says,
"Cluck, cluck!"



It calls to the baby chicks, "Awake, awake!"

And the baby chicks awake and say, "Peep, peep!"

It calls to the baby girl, "Awake, awake!"

And the baby girl awakes and says, "Up, up!"

un	ight	orn	ing
r un	r ight	m orn	w ing
f un	s ight	h orn	r ing
s un	m ight	w orn	t ing
b un	br ight	b orn	br ing

LESSON 48

high

sky

Look at the sun now.

It is high in the sky.

How bright the day is!

The birds are singing.

The hens are clucking.

The bells are ringing.

The chicks are peeping.

The boys are running.

The children are calling.

The baby is playing.

singing

running

hopping

clucking

calling

popping

peeping

playing

flying

an

all

ear

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ee

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and

oat

at

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LESSON 49

behind asleep angels keep



Can you see the sun now?
No. It is behind the hills.
It is night.

The baby birds are asleep.
The baby chicks are asleep.
The baby girl is asleep.

She is in her little bed.
Mother says, "Angels keep my baby
girl."
And so she sleeps.

Give me a book, May.
 Give the baby a little cake.
 John gave the dog meat.
 I gave mother my seat.
 I gave brother a red kite.
 I gave sister a pretty top.
 May gave kitty a red ball.

give

gave

r, t, p, s, h, m, d, n, b, w, f

ind	ills	eep	ed
mind	fills	peep	red
bind	wills	weep	fed
behind	bills	keep	bed

Mother's girl is napping,

Take a peep;

Little white flower baby,

Sound asleep.

Sh! sh! sh!

LESSON 50

cup Jack Horner box

Silent reading followed by action

1. Get me a cup.
2. Take the cup to John.
3. Get a book for May.
4. Go to the corner and be Jack Horner.
5. Get the ball.
6. Put it in the box.
7. Give the box to Jack Horner.
8. Put the top in my hand.
9. Clap your hands.
10. Run to a little girl.
11. Run to a little boy.
12. Clap hands with me.

g

g un	g ave	g ear	g o
g ive	g ay	g um	g et

LESSON 51

came old candles

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The cake was a good cake.

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I called John, too.

They came to see the good cake.

We will let papa see it, too.

Papa will like the cake.

It is baby's cake.

It must have red candles.

Two red candles will do.

How old is dear baby?

How old are you?



bake	rake	call	look
baked	raked	called	looked
ick	eep	ip	et
			up

LESSON 52

Lucy first school Miss Mills



See little Lucy.

She is going to school.

She is my little sister.

This is her first day at school.

It will be a happy day.

Miss Mills will say: "Good morning, little girl. What is your name?"

Little Lucy will say: "Good morning, Miss Mills. My name is Lucy."

Miss Mills will say, "Is this your first day at school, Lucy?"

Little Lucy will say, "Yes, Miss Mills, this is my first day at school."

To what school do you go?

name	hen	school	kite	boy
ame	en	ool	ite	oy
game	ten	pool	bite	toy

go	sing	morn
going	singing	morning

	c		k
cat	cup	kite	kin
call	can	kill	kit
cake	came	keep	king

LESSON 53

read oh write teach

What will Lucy do in school?

Can she read?

Can she write?

Oh, no, no.

She cannot read.

She cannot write.



Lucy will say: "This is my book, Miss Mills. Will you teach me to read?"

Will Lucy sing in school?

Yes, Lucy will sing in school.

She will sing like a bird.

She will play she is a bird.

She will fly and sing.

The boys and girls like to go to school.

Miss Mills likes to go to school, too.

LESSON 54

teacher

Who is this ?

Can you tell ?

This is the teacher.

This is Miss Mills.

She loves little girls.

She loves little boys, too.

She loves the happy children.

She will sing for them.

The children will sing for her.

She will teach them pretty games.

The children will play the games.

What game do you like to play ?

Alice likes to play "I put my Little Hand in."

John likes to play "The Farmer in the Dell."

Let us play a game.

teacher	mold	fold	get
singer	cold	bold	wet
caller	sold	pet	net
holder	told	set	bet

LESSON 55

spell they line Bo-peep Boy Blue

The boys and girls are in school.

They stand in line to read.

They stand in line to spell.

Can they read and spell?

Oh, yes; they can read and spell.

What can they read?

They can read "Little Boy Blue."

They can read "Little Bo-peep."

Do you write in school, May?

Oh, yes; I write in school.

I can sing, too.

LESSON 56

buzz come

The dog is running.

The dogs are running.

The bird is singing.

The birds are singing.

The band is playing.

The bands are playing.

The bee is buzzing.

The bees are buzzing.

The boy is calling.

The boys are calling.

The girl is hopping.

The girls are hopping.

bird

call

dog

band

birds

calls

dogs

bands

Little birdie,
Pretty bee,
Will you come
And play with me ?



Learn

Little Bo-peep has lost her sheep,
And can't tell where to find them.
Leave them alone and they'll come home,
And bring their tails behind them.

LESSON 57

clock time cuckoo

Hear the clock.

Hear the clock.

Ding, ding, ding, ding.

Hear the old clock.

What a tall clock it is!

See the two hands.

One hand is a big hand.

One hand is a little hand.

What does the big hand tell?

What does the little hand tell?

What time is this? Ding, ding,
ding.

What time is this? Ding, ding,
ding, ding.



Who can be a cuckoo clock?

"Coo-coo! coo-coo! coo-coo!"

What time do you go to school?

What time do you go to play?

ock	back	hook	band
ock	tack	book	sand

LESSON 58

letter neat

I have a letter, mother.

It is for grandpa.

It is my letter to him.

Is my letter a neat letter?

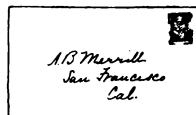
Oh, yes, little girl.

How neat it is!

Grandpa will like this neat letter.

He will say: "Dear little girl!

She writes well.



She must write to me again."

This is the letter.

Dear Grandpa:

*I love you. Do you love
me, grandpa? This is my
first letter.*

*Your little girl
Lucy*

l

l et

l ay

l ame

l ake

LESSON 59

Hi diddle

brownie

buy

wiggy

chickadee

if

Hi diddle! hi diddle!

What do I see?

A brownie, a brownie,

Up in a tree!



Chickadee! Chickadee!

Can't you sleep?

Mother will come

If you peep, peep, peep.

Wiggy-waggy, wiggy-waggy;

Wee, wee, wee.

Buy a pig, buy a pig,

One, two, three.

One, two, three pigs.

One, two, three chickadees.

One, two, three brownies.

r, t, p, s, h, m, d, n, b, w, g, c, k, l

g ive w ee b ig m ilk

l ive b ee p ig s ilk



LESSON 60

young think years



John. How old are you, grandpa?

Grandpa. How old are you, little boy?

John. I think I am three years old.

Grandpa. Do you go to school?

John. Oh, no, no! I am too little.

Mother says I am too young.

Am I too young, grandpa?

Grandpa. Yes, little boy. You are too young to go.

Will you take a sail with me?

John. Yes, grandpa, I will take a sail with you.

Is your boat a big boat, grandpa?

Grandpa. No, my boat is not a big boat.

Come with me.

Get in, get in.

John. Away we go.

y

y ear

y es

y ears

y ounge

y et

y ell

y ells

y ap

LESSON 61

watch lamb train engine

What does the dog say ?

The dog says, "Bow-wow!"

What does the cat say ?

The cat says, "Meow, meow!"

What does the dove say ?

The dove says, "Coo, coo!"

What does the clock say ?

The clock says, "Ding, ding!"

What does the watch say ?

The watch says, "Tick, tick!"

What does the train say ?

The train says, "To-o-o-o-o-o-o."

What does the engine say ?

The engine says, "Ch, ch, ch!"

What does the lamb say?

The lamb says, "Ba, ba!"

What does the little pig say?

The little pig says, "Wee, wee!"

What does the cow say?

The cow says, "Moo, moo!"

What does the little boy say?

The little boy says, "I will."

To-o-o-o-o-o-o-o-o.

Bow-wow!

Meow, meow!

Ch, ch, ch!

Sh, sh!

Ding, ding, ding!

Tick, tick, tick!

Ba-a-a-a, ba-a-a-a-a, ba-a-a-a-a!

Wee, wee, wee!

Moo, moo, moo!

LESSON 62

walk talk far Rover Ruff Muff



Mother said, "Let us go for a walk."

I said, "May the baby go too?"

Mother said: "Baby cannot go.

She is too little.

She cannot walk far."

I said, "May Rover Ruff go with us,
mother?"

Mother said, "Yes, Rover Ruff may go."

Rover Ruff can walk, and he can run.

Rover Ruff cannot talk.

Rover Ruff says, "Bow-wow! I cannot talk."

Kitty Muff says, "Meow, meow! I cannot talk."

Baby says, "M — um, m — um! I cannot talk."

Little wee girl,

If you cannot walk far,

Take a bright dime

And go on the car.

v

van

vat

vest

vile

time

dime

LESSON 63

am doll buggy Fannie



I am Alice.

This is my doll Fannie.

I said: "Good morning, Fannie.

Are you well?"

Fannie does not walk.

Fannie does not talk.

I said, "Fannie, will you go with me?"

I put her in the little buggy.

I said: "Be a good baby.

I am your mother, Fannie.

Who is this?

Oh, it is little May.

Are you going for a walk, too?"

"Good morning, Alice.

Is your baby well?"

"Do you not see? Sh! sh! sh!

My baby is asleep.

Let us walk to the old tree in the garden."



FIVE LITTLE SQUIRRELS

To be read by the teacher

Five little squirrels,

At the tree door ;

One ran in,

Then there were four.



Four little squirrels,

Up in a tree ;

One frisked away,

Then there were three.

Three little squirrels

Said, "What shall we do?"

One ran to play,

Then there were two.



Two little squirrels,

Sitting in the sun ;

One found the shade,

Then there was one.



One little squirrel,
 Left all alone;
 Pussy tried to catch him,
 But he was gone.



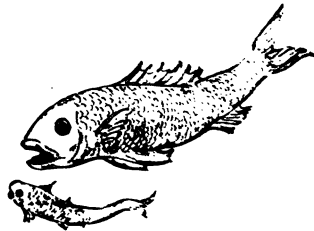
Five little squirrels,
 As happy as can be;
 All safe and sound,
 In the old oak tree.



LESSON 64

fish then catch

Look, look, look!
 See what I have!
 It is a fish.
 It is a big fish.



This morning mother said: "You
 are a good boy, John.
 You may go fishing."



I said: "Do give me a hook, mother.
I will catch a fish for you.

You like fish, do you not, mother?"

Then I took the hook and line.

And here I am.

And here is the fish.

What do you think of it?

Look, look! See the hook!

One, two! A fish for you.

LESSON 65

that swim

Kitty Muff! Kitty Muff!

Come away from that tree!

Do you hear me?

Come away, I say.

You must not get the little birds.

Dear little birds.

See how pretty the birds are.

Come, Rover Ruff.

Come, let us go to the boat.

Can you swim, Rover Ruff?

Can you swim far?

Yes, Rover Ruff can swim.

He can swim well.

He is a good dog.

A little pet is Kitty Muff.

A good, good dog is Rover Ruff.

LESSON 66

store button thank money Tom

Will. Come, boys. Come, girls.

We will play store.

This is my store.

Boys and girls, what will you buy?

Here is a doll.

Who will buy a doll?

John. I will, I will.

Will. No, no; a boy does not play
with a doll.

Lucy. I will, I will.

I love a little doll.

Will. Give me the money.

Lucy. I have no money.

I will give you a button for it.

Will. That will do.

Thank you. Thank you.

Now who will buy a kite?

This is a good kite, too.

Tom. I will, I will.

John. I will, I will.

Will. Give me the money, Tom.

Thank you, thank you.

Who will buy this book?

Alice. I will, I will.

I like to read.

But I have no money.

I have no button.

Will a pin do for money?

Will you take two pins?

Will. Yes, two pins will do.

Thank you, thank you.

Lucy. That is mother calling.

We must go now.

All. Playing store is fun.

We will play store again.

LESSON 67

Merry Christmas

Santa Claus

See this pretty tree.

It is a Christmas tree.

See the candles on the tree.

They are pretty red candles.

What is on the tree?

I see a drum for John.

I see a doll for May.

I see a boat for me.

Look! look! Who is this in a red coat?

It is Santa Claus. Hear his bells!

They are Christmas bells!

Merry Christmas, good Santa Claus!

well

chat

shop

had

bell

chill

shake

bad

tell

chop

shed

sad

LESSON 68



What did Santa Claus give you, Tom?

Santa Claus gave me a gun.

What did Santa Claus give you,
Alice?

Santa Claus gave me a book.

What did Santa Claus give you,
May?

Santa Claus gave me a doll.

I saw a pretty kite.

I saw a pretty boat.

I saw a ball and a bat.

I saw a doll's hat and a little box
to put it in.

I saw a pretty tree.

Then I saw Santa Claus.

Learn

Diddle, diddle, dumpling,

My son John

Went to bed

With his stockings on;

One shoe off,

The other shoe on,

Diddle, diddle, dumpling,

My son John.

LESSON 69

last other good-by learned

This is the last day of school.

We have had a happy time.

We have learned to read and write.

We have learned to sing.

We have learned pretty games.

Best of all, we have learned to love
one another.

Let us put our books away.

Good-by, dear books.

Good-by, dear children.

Good-by, dear teacher.

Good-by to all.

Good-by, good-by.



last	same	teach	nest
ast	ame	each	est
past	name	peach	best

WORD LIST

NOTE. The figures in parentheses indicate the lesson wherein these words are found.

I (1)	look (9)	hot	cake
can	at	make (17)	like (24)
run	said (10)	house	who
sing	my	little (18)	this (25)
hop	kite	has	cow
May (2)	meow	to	moo
yes (3)	top (11)	tweet	good
the (4)	spin	sweet	milk (26)
bird	zum	John (19)	for
fly	it	garden	says
call (5)	corn (12)	pretty (20)	love (28)
me	in	nest	with
mamma	hear	egg	him
kitty	what (14)	is	dear (29)
and (6)	do	tree (21)	she
have (7)	big	mother	soldier (30)
you	too	near	bugle
see	band (15)	father (22)	gun
dog	play	he	brother
tall (8)	trum	two (23)	does
boy	pile (16)	fat	girl (31)
fun	not	clap	baby

coo	from	bounce	school (52)
sister	your	down	first
her	Alice (38)	up	Lucy
good morn-	where	children (45)	Miss Mills
ing (32)	went	we 're	name
are	on	here	read (53)
how	put (39)	after	write
again	red	them	oh
Dan (33)	lip	happy (47)	teach
farmer	check	bright	teacher (54)
well	chin	brings	spell (55)
we	nose	high (48)	they
grandpa (34)	car (40)	sky	Boy Blue
grandma	of	behind (49)	line
book	kiss	asleep	Bo-peep
eyes	let (41)	bed	buzz (56)
head (35)	must	angels	come
one	us	keep	clock (57)
feet	boat (42)	give	cuckoo
three	sail	gave	time
hen (36)	horse (43)	cup (50)	letter (58)
chicks	stand	Jack Horner	neat
cluck	still	box	hi diddle (59)
worm (37)	whoa	came (51)	brownie
eat	goes (44)	old	wiggy
peep	toss	candles	wee

chickadee	train	am	thank
buy	engine	Fannie	money
pig	walk ⁽⁶²⁾	fish ⁽⁶⁴⁾	Tom
if	talk	then	Christmas ⁽⁶⁷⁾
young ⁽⁶⁰⁾	far	catch	Santa Claus
years	Rover Ruff	that ⁽⁶⁵⁾	last ⁽⁶⁹⁾
think	Muff	swim	other
watch ⁽⁶¹⁾	buggy ⁽⁶³⁾	store ⁽⁶⁶⁾	learned
lamb	doll	button	good-by

PHONOGRAMS

an	ail	et	ight	oss
ay	aw	en	ive	o
all	ast	ing	ish	ool
and	ell	in	op	oo
at	eet	ick	orn	ock
ake	e	it	oy	um
ag	est	ilk	ow	ust
ave	ear	im	or	uck
ame	en	ip	ood	ut
ack	eep	ill	ong	uff
atch	ed	ime	ook	un

b c d f g h j k l m n p q r s
t v w x y z ch sh

NOTES TO TEACHERS

LESSON 1. The teacher writes "I can sing" on the board. She says, "Who can tell me what I have written?" No one answers. She says, "I can do just what the story or sentence says." She sings a simple little melody and turns to the board and reads, "I can sing." She erases and writes it again, and asks what she has written this time, and she gets the answer, "I can sing." "Can you sing, children? Who can sing?" Some child will try to answer with a little melody. The teacher is delighted, and others try. After the children have talked about the song, the teacher erases "I can sing" and in another place writes it again. This time the class will recognize "I can sing."

"I can run" is taken up in the same way. The teacher runs, and tells the class, "I can run." She writes it on the board. Then she asks, "Now what can you do?" "I can run," is the child's answer. The teacher erases and rewrites "I can run" until the class recognizes it. The next sentence is taken up in the same way.

LESSON 2. Write the sentence "May can sing." If there is no child named May in the class, let some child play that she is May.

Let the child feel that the joy of life and action is in the lesson. If the teacher succeeds in this, the children will delight in singing and running and hopping and *reading*.

LESSON 3. In this lesson let one child ask the question and another child answer it. Do not have more than two sentences on the board at the same time, or the children will become confused. Rewrite many times. Much drill is necessary.

LESSON 4. Have a bird at school if possible. Teach the use of feet, of wings, of feathers. Write "The bird"; talk about it; then add "can sing." Perhaps some child can imitate the bird. Let him try.

"Can I sing?" Children review the little song.

"Can I run?" Children review action.

"Can I fly?" Children imitate the bird in flying. Get graceful movement. Let the graceful child fly for the benefit of the class. Children get much by observing.

LESSON 5. Let a child take the part of May and stand outside the door. The child reading must call naturally so that May can hear. In calling "Kitty," place the voice higher than in the natural reading. Write and rewrite the sentences many times. Colored chalk may be of help with new words.

LESSON 6. Write the words "and hop" and "and sing" several times. Now write "I can run and hop." "I can hop and sing." This lesson gives a review of the week's work. Review the little songs and review all action work. Have sentences written or printed on slips of heavy paper. Give each child one to read aloud. Write or print sentences on large slips of paper and flash before the class.

LESSON 7. Let some child whistle as if calling a dog. Let some child imitate a bird. Let some child bark like a dog.

Match the flashed sentences with sentences at the board.

LESSON 8. The teacher must get complete sentences from the following questions :

1. What does the train say when it comes into the station? The train says, *T-o-o-o-o-o-o-o-o-o.*

2. What does the bird say? The bird says, *Sweet, sweet.* Teacher sings 1 and 8 of the scale.

3. What does the big boat say? The big boat says, *T-o-o-o-o-o-o-o.*

4. What does the clock say? The clock says, *Ting, ting.*

5. What does the watch say? The watch says, *Tick, tick.*

6. What does the dog say? The dog says, *Bow-wow.*

7. What does the kitty say? The kitty says, *Meow, meow.*

Let the children make a train.

Who will be the engine and make the whistle?

Who will be the coaches? Ten will be enough.

The desk will be the station at which the train will stop.

Now start the train around the room. Get good round tones for the whistle. These imitative lessons are of real value in training the ear and voice. By mastering these greater differences in sound the child soon learns to understand and express the lesser modulations so essential to good reading. Pitch the tone of the train whistle much higher than that of the steamboat whistle.

LESSON 9. "Listen to the watch in my hand. What does it say? Let us make the sound. That is right — *t, t, t*. Again, what does it say? Now I am going to give a word. Can you hear a sound like that made by a watch — *t all; t ell*? Can you hear it? *t, t, t*. Now I shall take *sing* and make a new word of it." Teacher erases *s*, getting *ing*. "Now listen: *t ing, ting*. What does the little French clock say? Place the voices high.

"Now let us take *call* and see if we can make a new word out of it." Erase *c* and get *all*. Then blend *t all, tall*.

Teacher. What does the clock say?

Children. The clock says, *Ting, ting, ting*.

Teacher. What can we say about the boy?

LESSON 12. Teacher. Look at my lips. How tightly they are pressed together! Listen: *p, p*. What did I do? Yes, I blew the breath right out suddenly. Now I shall say some words and you may tell me what you hear. Listen, for I speak very slowly: *pat, pan, pear, peel, pill*. What sound did you hear in every word?

Children. *P, p, p*.

Teacher. We call this the *puff* letter. This is the way the chalk says the *puff* letter; *p, p*.

The teacher writes *pan* on the board. She erases *an*, leaving *p*. Taking *p*, she adds *at*. Children give *pat*. Erasing *at*, she adds *op*. Children give *pop*.

The teacher then erases all work and places the new words on the board as she sounds them with the children — *pan, pat, pop*.

Review phonetic work.

LESSON 13. Review action work. Review many sentences.

LESSON 14. "To-day we have a new sound. Ned's dog, Dan, had a long stick in his mouth. Ned was playing with him and tried to get the stick away. So he held the stick and began to whirl around. The dog thought this was fun and held on all the tighter. The dog said, '*R-r-r*.' Little Ned laughed and said, 'See Dan's strong teeth and jaws!' The dog still held on and said, '*R-r-r*.'" The teacher writes *r* many times on the board as she talks.

"Let us see if we can make some words of our own. We know *an, ran*. We know *ing, ring*. We know *at, rat*." Teacher erases *an*. Children sound *r*. Teacher erases *ing*. Children sound *r*. Teacher erases *at*. Children sound *r*.

A little game following the reading of Lesson 14 will aid greatly in getting children to be responsive; for, after all, that is the one important thing for which we are working in the lower primary grades, *responsiveness*. When the teacher has made the conditions favorable, the children will be eager and happy and always ready to enter into and be a part of the school family.

So in Lesson 14 let some child be the rat. "Now who wants to be the dog and who wants to be the boy?" the teacher asks. It is no sooner said than the rat is off and the game has begun.

"But how does this help in the reading?" is often asked by young teachers.

1. It gives the right conditions in the schoolroom.
2. It gives individual interest.
3. It strengthens the imagination.
4. It gives life to otherwise dry facts.
5. It improves the expression. Let the child reread Lesson 14 and there is a noticeable improvement, because the lesson has become a part of the child's experience.

LESSON 15. Let the children beat time on the desk while the class sings some patriotic song, using the syllable *loo*. One child may play the bugle, another may play the fife.

Make flash cards of *an, ing, ay, op, all, and, orn, in, at, un*.

Use these daily, that the children may become familiar with them.

LESSON 16. "To-day we take up a new sound. Sometimes it is called the hissing sound or the hissing letter. I can't even say *hissing* without making the hissing sound. Listen: *hissing, missing, kissing*. Who can tell me the hissing sound? That sound was in the middle of the word, was n't it? Now I shall give some words and you may tell me if the hissing is at the beginning or the middle or the end of the word: *sell, sit, sun, listen, blister, tops*. Now I shall make the hissing letter *s*. You know *at*."

Teacher writes *at* on the board. She places *s* before *at*; children give *sat*. In the same way the teacher writes *un*; children give *sun*. Teacher writes *and*; children give *sand*.

Children learn "Little Drops of Water."

LESSON 17. When the child calls "Kitty" the teacher must take great pains to have him do this naturally. The voice is placed higher than in ordinary speaking and approaches a singing tone.

The child must imitate the cat. He will listen better after having read this lesson, and in the review of this lesson his tones will be better because they are more true to nature.

LESSON 18. Let one child be the bird.

The bird calls to a little child, *tweet, tweet; sweet, sweet.*

These tones are *sol, do*, or 5, 8, of the music scale.

Another child is May. May sings, *do, mi, sol, do*, or 1, 3, 5, 8, of the scale.

In what direction does the voice go?

The child flies to the child who is the bird. The child sings, *do, mi*, and the bird answers, *sol, do*.

Then they sing together, the child singing *do, mi*, and the bird, *sol, do*. This gives a little duet. The bird flies around the room in one direction and the child in the opposite direction until they meet. They stand side by side and repeat the little duet. Then the child asks the bird, "Birdie, birdie, where is your nest?" The bird answers, "Up in the tree I love the best."

The tones are { $\begin{array}{l} \text{Do'} \quad \text{do} \mid \text{ti'} \quad \text{ti} \mid \text{la'} \text{ la} \mid \text{sol'} \mid \\ \text{Fa'} \text{ fa} \text{ fa} \mid \text{mi'} \text{ mi} \mid \text{re'} \quad \text{re} \mid \text{do'} \mid \end{array}$

LESSON 19. Some teachers believe that if a child recognizes the combination of consonant and the family word, as, *p at, pat*, it is a waste of time to analyze the sounds of the word, and that the pronunciation of the whole word is sufficient.

As the ability to make the blend is the only means by which the child can pronounce new words independently, it is necessary that he should form the *habit* of blending words whether he knows them or not. This is his only resource when left to himself. Therefore constant drill is essential. Every phonic lesson should include this. It should become a habit with the child. Failure to do this accounts for the hesitancy and consequently the poor reading of the succeeding grades.

From now on, the board should show from twenty to thirty review words on the blend each day. The family words should be on the board all the time.

LESSON 20. Much drill should be given in grouping or phrasing. Teach the child the value of keeping the eye ahead of the voice. It is a great saving of time. If the child reads the whole sentence to himself and then gives the sentence aloud, he is not training the eye to keep ahead of the voice. Much time is wasted in waiting for the child to get the whole

sentence, and then to look up and say it. This is not the natural way of reading.

These phrases of Lesson 20 may be written or printed on long slips of cardboard and flashed before the class. Then some child may be called upon to tell what he has read. The teacher should work rapidly.

LESSON 23. "When a dog has been running you can hear him breathe. His tongue hangs from his mouth and he makes this sound: *h, h, h*. When I run and run, my breath comes short and fast: *h, h, h*." As the teacher talks of the breath sound, she writes *h* several times on the board. Have *h* on different parts of the board. Let children be fairies, take pointers for wands, and find the breath sounds.

See what can be made with the breath sounds. Take *all*: *h all, hall*. Erase *all*, leave *h*. Rewrite. Erase *h*, leave *all*. Use the words of Lesson 23 in the same way.

Let the children play "Pat-a-Cake" and "I put my Little Hand in."

Sing "Let your Hands so loudly clap, clap, clap" (Jessie L. Gaynor, "Songs of the Child World," Book I. John Church Co., Chicago).

LESSON 26. "Who can tell me what the cow says? *M, m, m*. Who can tell the first sound of the words *mat, mamma, milk*. What does the first letter say? *M, m, m*. Think of other words beginning with *m*. Let us take the families we know — *an, at, op*." Make words.

LESSON 27. Using the syllable *tweet, tweet*, and *sweet, sweet*, sing *sol, do*, or 5, 8, of the scale.

LESSON 28. Bring out the position the father holds in the home, and the respect due him. He is the worker in the world. Point out the pride he has in his family — his love and sacrifice. Tell how he plays with the children. Let a big boy be the father. Let a little boy be the baby.

Illustrate "Trot, Trot to Market Town."

LESSON 29. Bring out the position of the mother in the home — her responsibilities and her cares. How can little boys and girls help?

Is it only work that helps? If not, what else?

Teach "Cradle Song" (New Educational Music Course, "Teachers' Edition for Elementary Grades." Ginn and Company, Boston).

LESSON 30. What is the big brother's position in the home?

What does he do to make others happy? A lesson in patriotism is suitable here.

Let the children use their fingers as soldiers.

Let the soldiers march across the desk.

Children sing, "Left, Left" (Jessie L. Gaynor, "Songs of the Child World," Book I. John Church Co., Chicago).

Using the syllable *too, too, t-o-o-o-o-o-o-o*, take the tones of the bugle — *sol, do, mi*, or 5, 1, $\bar{3}$, of the scale.

LESSON 31. Review the phonograms daily. Fifteen or twenty minutes in the early morning will bring excellent results. Review "Pat-a-Cake."

LESSON 32. Children sing "Good morning" song.

LESSON 33. Make one word of each of the following: *an, it, op, un, est, all, and, at, ay, ake, ilk, in, ear*.

"The little pigeons say, 'd, d, d.' We have a letter that sounds almost the same. It is the first letter of *dad, dog, do*. Listen: *d, d, d*. What is the sound of this: *d, d, d*? Listen to these words, *Dan, dot, day*. Can you hear what the pigeons say? I shall give you *ell*." Children give *d ell, dell*.

Let the children make other words with *d*. Teach by rote "The Farmer in the Dell." Let the children play the game.

LESSON 34. "Once we went into a doctor's office. Have you been in a doctor's office? In one corner of the room was an electric machine."

Teacher describes machine.

"When the doctor attaches the machine to the current it makes a low singing tone, *n, n, n*. Listen: *near, never, Ned, Nell*. What does this letter say?" Teacher writes *n* on the board. "What did the electric machine say?"

"You know these family words — *at, ell, an, un*." The children may build such words as *Nat, Nell, Nan, nun*. Let one child find *at* in *Nat* and draw a line under it.

Another may draw a line under the *an* word. A child may take *at* and make a word with any of the single consonants, as *pat, sat, hat*.

These exercises not only give review, but by daily practice give the child remarkable skill and independence in finding out new words for himself. The result of this training is most noticeable in the second and third grades.

LESSON 35. Build new words from the following families: *it, ake, est, ilk, ow, or, ove, ear, ag, ook, en*.

Draw a tree. Label the presents on it, *father, mother, sister*, and other suitable names.

LESSON 36. "It was not long after baby began to call *m, m, m*, that she began to talk to herself. She could not say *baby* yet, because she was too little, but it was funny to hear her try. All she could say was *b, b, b, b*. Now I shall give the letter that makes that sound, *b*. Here it is again, *b*. What does it say? Can you think of a word that begins with *b*?"

Children may give *baby, bubble, butter, bat*. By this time they have learned to listen to the sounds in words, and a number of answers are offered. Build words with *b*. Match words at blackboard.

LESSON 37. Keep this work on the board for study:

ran	rat	run	ray	rest	ring
tat	tan	tall	top	ting	torn
pat	pan	pop	pay	pile	peep
sat	sin	sun	say	sing	sand

LESSON 38. "Out in the garden is a large windmill. When the wind blows it turns the great wheel that lifts the water up out of the well. When the wind blows against the fans of the windmill it goes with such a rush that as it sweeps against the fans it makes a strange noise. So the wind helps the windmill to talk, and this is what the windmill says, *w, w, w*. What does the windmill say? While I say these words you may listen for the windmill sounds. Listen: *willow, water, wink, wake*."

Build list beginning with *w*.

LESSON 39. Very few nursery rimes should be placed before the children during the first few months of school. The vocabulary used in the nursery rimes is beyond the power of the child. Too much valuable time is required to develop the words at this time. Some teachers say, "But the children can read them." In nine cases out of ten the child is giving the rimes from memory. A little later he has a better mastery of the vocabulary and can take up the rimes as *reading*.

Every primary-class teacher should have a good nursery book and should teach the rimes and jingles as such. The reading of them by the

child should come later. "Pinafore Palace," by Kate Douglas Wiggin and Nora Archibald Smith, is excellent.

LESSON 40. Many devices may be used to keep the child mind fresh and bright. One device is to write the family phonogram on the board, as *est*. Have the consonant sounds written on pieces of tag board or manila paper. Put the consonant quickly before the ending, and let children tell the word; as, *n est, b est, w est, t est*.

The game of matching is a good one. The teacher places a number of words on the board within the child's reach — *nest, ball, make*. She gives to the child a card with the family phonogram *ake* or *all*, and he takes it in his hand and matches it to the word on the board.

Draw a picture of a brook. Print words on the stones. The child crosses the brook by pronouncing the words on the stones.

LESSON 41. Let some child draw a picture of a sand man; as the story progresses, add the parts suggested, or model the same in clay or sand.

LESSON 42. Take these words apart. Look at the end of the word. Put together again: *boat, moat, sail, hail, mail, nail, hall, wall*.

For sound work get full, round, deep tones for the big boat.

Get sharp, high tones for the little boat.

The child must recognize the difference in the two tones. He must be led to listen to other tones about him and must learn to imitate the more common ones.

A word may have two pronunciations, — *row* or *row*, — and no one can tell which way to pronounce it except by noticing the meaning it has in the sentence. The teacher may explain this to the class.

LESSON 43. Let one child be the horse and another child the driver. After the drive let the driver read the whole lesson. Watch for improvement in expression. The story is within the child's experience, and the teacher must be satisfied with the *best* only. Teachers must have high standards themselves. After the child has mastered the vocabulary in the lesson his expression should be of the highest order. It should be natural and fluent. No drawling should be allowed. Pronouncing the words is not reading, and the child should understand that. When a child has read a line well it is often helpful and encouraging to him for the teacher to

tell the class just why she liked it. After the discussion let him reread the line for the benefit of the class. He may then choose a driver who selects a new horse. The game is repeated.

LESSON 44. Review thoroughly the sight words of the last five lessons.

How many have become blend words?

Let children tell of familiar lessons.

Who had red lips? Who had a fat chin? What could John do?

For the reading of Lesson 44 let the children bring their balls to school. Teacher sings any patriotic song in which the rhythm is well marked. Let four children stand before the class and keep time to the music with the balls.

LESSON 45. Instead of the mothers calling "Children" in the speaking voice, it is better to give the word on the singing tones; as, *sol, do*, or 5, 8, of the music scale. The children answer 8, 1 — 8, 1, or *do, do*, of the scale — "We're here, we're here." This is training the ear and voice for the modulation and pitch which must come later in oral expression.

LESSON 46. "This long letter *f* we will call the *feather* letter. It is long and slim, and the sound it makes is soft and light."

LESSON 47. Keep the families, or phonograms, on the board and drill, drill, drill. Work with the weaker pupils. They need this to make them independent.

The teacher must write the difficult words or sentences on different parts of the board. Rebuild the sentence and rewrite in a new place. Test the child.

Emphasis may be placed on a word by lengthening the vowel; as, "bright, bright sun." Prolong the vowel *i* in other words.

"Awake, awake!" Prolong the vowel *a*.

LESSON 48. Flash these families, or phonograms, before the children and have them respond with a word of that family; as, *an, p an, pan*.

Let the child sound slowly and then pronounce the word he gives back. After flashing and getting one word for each family, begin again and get two words for each family. This is good training for attention and quickness. If a child is slow, pass him. He will be quick when his turn comes the next time, but be sure to call on him again soon.

LESSON 49. Flash these families as before. Have them on the board, too. Let a child take the pointer, and as the family is flashed let him find that family on the board. Be sure that he pronounces it after he has found it.

LESSON 50. "We will call this long letter the *good* letter, because it is the first letter in *good*." Build words with *g* — *gay, gate, gall*.

"Listen for the *good* letter at the ends of these words: *big, jig, tag, bag, rag, hag*."

After reading Lesson 50 let the children take their places in different parts of the room and be the Mother Goose children, — Jack Horner in the corner; Miss Muffet on a low stool; Diddle Diddle Dumpling asleep, with one shoe off; Mother Hubbard by the closet door. When they are settled let three little girls or boys go hand in hand to visit the Mother Goose children. Children sing the rimes to the tonic chord as they visit the child of whom they sing.

1	1	1	1	1	— Little Jack Horner	
3	3	3	3	3	— sat in a corner,	
5	5	5	5	5	— Eating a Christmas	
8	—	—	—	—	— pie;	
8	8	8	8	8	— He put in his thumb	
5	5	5	5	5	— and pulled out a plum	
3	3	3	3	3	3	— And said, "What a great boy am
1	—	—	—	—	— I"	

Hands low on 1; hands opposite chest on 3; hands opposite forehead on 5; hands high above head on 8.

LESSON 51. Flash these families: *ed, atch, ack, an, est, up*.

Remember that these drills are never to be given with the reading lesson. Keep these families on the board. Every spare minute return to them.

What is done should be done thoroughly, for we are building the foundation on which must rest the work of the succeeding grades.

Review back lessons in reading. Review phonic lessons. Take all the time necessary to make the work thorough.

The child should be led to strive for ease, accuracy, and fluency in reading.

The action in these little lessons gives life to the reading.

The imitation of calls and of tone work gives modulation and expression.

LESSON 52. "To-day we take up the sound of a letter that we make away back in our throats. After we have made it we cut it off right away, *c, c*. We have a little word that tells just what we do. Listen: *cut, cut*. Try it: *c, c, c*. There is another letter that makes the same sound but does n't look like that *c* at all — *k, k, k*. How tall it is! but it says *k, k*."

Let the children try to get the new words for themselves. Drill on finding the families in these words.

LESSON 54. Look carefully at the words *teacher, player, older*. Erase *teach*. What is left?

Erase *play*. What is left?

Use the flash cards.

Keep putting on the board old forms in new ways. Keep the boards attractive, and illustrate the lessons if possible. Build a ladder of all the words in the last five lessons. Let the child take the pointer and climb the ladder to the top.

Leave the ladder on the board for study.

Play "Charlie on the Water" or "Here we go round the Mulberry Bush." Much of the spirit of the class is due to these games.

LESSON 55. Be very careful about lip movement.

Drill on these words and phrases, not by sight but by sound, teacher pronouncing words first: *educate, library, going, running, just, catch, creeping, often, would you, trust you, help you, give me, lend me, for him, with him, after him*.

Remember that there is no sound of *t* in *often*.

LESSON 56. "Listen to the buzz saw: *z-z-z*. When the great trees of the forest are cut down, where do the men take the logs? What cuts the logs into big boards? Afterwards the boards are cut into strips. These strips are taken to the little buzz saws. The little buzz saws hum and sing at their work. The bees hum and sing at their work, too. Now these little buzz saws are busy all day long — *z-z-z*. We have another letter that can make the same song — *s-s-s*. That letter does n't always sing, as you know, for it is the hissing letter. But in these words it hums and sings: *birds, calls, dogs, ears, as, has*."

LESSON 57. Poor enunciation may be traced to different causes. It may be due to deficient hearing. If so, much consideration should be shown to the child who is handicapped in the very beginning of school life. Give

him every advantage possible as to seating. A little individual help after school hours would be better than marked attention in the classroom. If the trouble in hearing is not physical, it may be mental, that is, due to lack of discrimination. The child may persist in calling *they, day; them, dem; these, dese*. His attention must be aroused. The correct forms may even be exaggerated by the teacher that the child may hear the difference. Correct vocal habits must be formed; much depends on the placing of the lips, tongue, and teeth. The child must be given the desire to do, and then by his own efforts, through constant repetition, he will master the desired sounds.

So in the tone work. Even the monotone — the child who sings on one tone — will try and try to imitate the calls of birds or the stroke of the clock. He delights in this imitation. Often the voice of the child is pitched too low. If the teacher will take the child's tone, she can ascend in the tone scale, if only a step, and the child will follow her. Do not try to bring the child up to you, but get down to his tone and work up with him. The results in this way with monotones will surprise you. In expression, be a good model and let the child imitate you. With the whistles and clock let him listen and tell you what he has heard.

LESSON 58. "When the baby grew older she wanted to sing. Her songs had no words, though I think she wanted to tell us many things in her little songs. But what she sang was *l, l, l, l*. Baby's song is in the sound of the letter I shall make, *l*. What does it say, class? What is the sound of the first letter in *log*? Listen for the *l*: *let, lay, log, light, line*. Listen for the *l* at the end of these words: *tell, till, sill, kill, pill*."

LESSON 59. Make a stairway of these words on the board. Let the children climb the stairs. Then let them run down with the pointer. See how quickly they can do it without tripping. Use other devices that will give interest to children.

Draw cages on the blackboard. Put in words for birds. Let the birds fly away by having a child pronounce the words.

Draw lanterns and let the children light them by pronouncing the words written on the bands at the top and bottom.

LESSON 60. Think of the first sound in *yes* — *y, y, y*. Build words.

LESSON 61. Breath control is one of the fundamentals of expression. A child may be given exercises in reading which will strengthen his

breath control. For instance, if he is imitating the whistle of the train as it comes into the station, it is not necessary that the teacher should talk of sustained tones, deep breath, and so on. True, that is what the teacher is working for, — deep breathing, breath control, sustained tones, explosive tones, — but the child need only know he is being the best kind of whistle or bell. This is getting results along the line of the child's activities.

An exercise used for relaxation or recreation is this: Devitalize the hands and arms. Then with the hands still very limp slowly raise them above the head, taking in a long breath as the hands move upward. As the hands move slowly down into place, softly give the sound of long *a*. Draw out the sound, getting rich, sustained tones. This gives the first principle of breath control.

Raise the hands slowly above the head, take a long, deep breath, not through the mouth; lower the hands slowly into place, giving softly the sound of long *e*. Do the same with *i*, *o*, *u*. Use this for recreation. In a short time the vowels are mastered.

Sing any good boat song with arm movement.

Enlarge on the phonetic review. While we spend much time in word getting, we must remember it is but a means to an end — thought getting and thought expression. The teacher must get from the children these different tones. Let them give the imitations first. They will delight in it. If they do not give certain tones well, let them wait until to-morrow. By that time they may have heard with open ears. The teacher herself must look for certain things in their work, spontaneity, freedom of tone, mellowness of tone, support of tone, pitch, movement, resonance, breath control.

LESSON 62. "Think of the first letter in *vest* — *v*, *v*." There is very little difference in the placing of the lips in making *f* and *v*, excepting that the upper lip is drawn up a little farther and is held slightly away from the teeth. "Listen: *ever*, *never*."

LESSON 66. "What did the engine say when it came into the station? Listen: *ch*, *ch*, *ch*."

Build words — *chat*, *chest*, *chop*, *chill*.

LESSON 67. "When mother wants her little boy to step softly, what does she say? Listen: *sh-sh-sh*." Develop *shake*, *shop*, *shot*, *shed*.

LESSON 68. From *John* get *j*. Build *John*, *Jill*, *Jim*, *jay*, *jet*, *jam*.

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